

Lockport City School District
ELA Grade 3
Unit 4
Aligned to the Common Core 2011-2012

Unit 4 Title: World Communities

Rationale: Students who are college and career ready will come to understand other perspectives and cultures while valuing evidence and building strong content knowledge.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL 3.2)

Describe characters in a story (e.g., their traits motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL 3.3)

Reading for Information

Determine the main idea of a text; recount the key details and explain how they support the main idea(RI. 3.2)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (RI.3.7)

Actively engage in group reading activities with purpose and understanding. (RI 3.10)

Reading Foundational Skills

Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Use context to confirm or self-correct word recognition and understanding,

rereading as necessary. (RF 3.4)

Know and apply grade-level phonics and word analysis skills in decoding words.
(RF 3.3 a-d)

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2 a-d)

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
(W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (W.3.5)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. (W.3.10)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class (W.3.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L3.1 a-i)

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns.
- d. Form and use regular and irregular verbs.
- e. Form and use simple verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and chose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L3.2 a-g)

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. Use spelling patterns and generalizations in writing words.

Speaking and Listening

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL 3.2)

ESSENTIAL QUESTIONS:

- *As a researcher, how do we find out which facts are most important?
- *Which tools can help us gather and organize our facts?
- *What are smart ways that problems are solved?
- *How have animals adapted to solve the problems of their environment?
- *How can we share our research in ways that will matter to others?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to Determine* main idea, supporting details, facts, cause and effect, sequence of events, describe scientific ideas or concepts.
- **Strategies for interpreting the following when reading narrative text:**
Recount story elements from diverse cultures. Examples include but are not limited to fables, folk tales, and myths; How aspects of a text illustration contribute to what is conveyed by the words in a story, Compare and contrast themes, setting and plots of stories, Recognize and make connections in narratives, poetry, or drama to other cultures including their own

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:**
Main idea, supporting details, facts, cause and effect, sequence of events, describe scientific ideas or concepts.
- **Interpret, from narrative text read:**
Recount story elements from diverse cultures. Examples include but are not limited to fables, folk tales, and myths; How aspects of a text illustration contribute to what is conveyed by the words in a story, Compare and contrast themes, setting and plots of stories, Recognize and make connections in narratives, poetry, or drama to other cultures including their own
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| <ul style="list-style-type: none"> • Strategies for writing informative/explanatory text:
<i>How to</i> create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision. | <ul style="list-style-type: none"> • As writers of informative/explanatory text:
Create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision. |
| <ul style="list-style-type: none"> • Strategies for selecting appropriate research and publication tools online. | <p>Use, as writers of informative/explanatory text:
Facts from Varied Sources, Research Process, Revision, Texts and Illustrations, Organization as a Trait of Writing, Sequence of Events, Note-making</p> |
| <ul style="list-style-type: none"> • Strategies for applying and improving use of conventions: <i>How to</i> produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and nonliteral meanings of words, use context clues. | <ul style="list-style-type: none"> • Use internet to research and publish writing. • Apply conventions: produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and nonliteral meanings of words, use context clues. |

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| <ul style="list-style-type: none"> • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to practice:</i> active listening, collaborative discussions, taking turns while others speak, sharing facts found, explaining own ideas for understanding, speaking clearly with relevant facts and in complete sentences, creating visual displays to enhance facts and details, determining main idea and supporting details of text read aloud, reporting on a topic at an understandable pace. • Strategies for Applying Foundational Reading Skills:
<i>How to use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation), read grade level text with purpose and understanding.</i> • Language Skills
<i>How to make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues, consult reference materials (both print and digital) to find the pronunciation and definition. How to use content specific vocabulary</i> | <ul style="list-style-type: none"> • Demonstrate speaking, listening, and collaborative learning skills: Active listening, engage effectively in collaborative discussions, taking turns while others speak, sharing facts found, explain own ideas for understanding, speaking clearly with relevant facts and in complete sentences, create visual displays to enhance facts and details, determine main idea and supporting details of text read aloud, report on a topic at an understandable pace. • Foundational Reading Skills:
Use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation) , read grade level text with purpose and understanding. • Language Skills:
Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate. Use context clues, Consult reference materials (both print and digital) to find the pronunciation and definition. Use content specific vocabulary. |
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PHASE TWO: ASSESSMENT EVIDENCE	
Post-Assessment Task Unit 4 Culminating Task *DATA FROM THIS TASK WILL NOT BE USED FOR NYS POST-ASSESSMENT PURPOSES. TEACHERS MUST USE THE NYS ELA 3 ASSESSMENT AS THEIR POST-ASSESSMENT	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will choose one country to research and with teacher support, brainstorm potential questions that can guide their research. <u>This will be captured on their note-sheet.</u> (W.3.5) (W.3.10) • Learners will search a variety of informational texts to locate information about their selected country. They will determine the main idea of various texts, recount the key details, and explain how they support the main idea. <u>This will be captured on their note-sheet.</u> (RI.3.2) (RI.3.7) (W.3.7) (W.3.10) • Sort evidence from research into meaningful categories. This will be used to plan their timed writing drafts. <u>This will be captured on their note-sheet.</u> (W.2.5) (W.3.8) (W.3.10) 	Teacher will..... <ul style="list-style-type: none"> • Provide access to informational texts about countries in print and digital form. Support students in locating them. • Ask students to determine main idea and supporting details from text, but do not provide any background knowledge, models, or examples. This work must be done independently. • Assign timed writing task, which must be completed in 45 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. • Capture findings/data from the timed writing task using the approved rubric. • Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills.

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| <ul style="list-style-type: none"> • Locate several illustrations (e.g., maps, photographs) that accompany the words in a text and that help clarify meaning of the text (e.g., where, when, why, and how key events occur). Reflect on how the illustrations enrich meaning on <u>note-sheet</u>. (RI.3.7) (W.3.5)(W.3.8)(W.3.10) • Timed Writing Task: Use what they have learned to compose the draft of an informational piece wherein they examine a topic and convey ideas and information clearly while addressing each of the skills below <ol style="list-style-type: none"> a. Introduce a topic and group related information together. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section <p><u>This draft will be submitted to the teacher for baseline assessment purposes.</u> (W.3.2 a-d) (W.3.5) (w.3.7) (W.3.8) (W.3.10) (W.3.11)</p> • They will use a criteria-specific rubric to self-assess, set goals, and revise. <u>Submit</u> | <ul style="list-style-type: none"> • Model how researchers sort information into categories and plan an organized draft of written work. • Model how writers: <ul style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section • Guide writers through revision of their drafts and collect final copies for a grade. • Support writers in the draft of their final product. • Coach writers to provide high quality criteria-specific feedback to peers and to capture what is learned on their note-sheets. • Support writers in the revision of their |
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<p><u>final copy for a grade.</u> (W.3.2 a-d)(W.3.4)(W.3.5)(W.3.8)</p> <ul style="list-style-type: none"> • With guidance and support from adults, use what was learned from research to create a narrative travel log within the country that was researched. This draft must include facts from research. It may be based on real or imagined experiences. (W.3.4) (W.3.6) (W.3.3) • With guidance and support from adults, provide criteria-specific feedback on several travel log drafts completed by their peers, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.3.6) (SL.3.2) (SL.3.3) (SL.3.6) • <u>Revise narrative in response to feedback received and submit for baseline assessment purposes.</u> (W.3.2a-d)(W.3.4)(W.3.5)(W.3.8) • Revise narrative in response to teacher feedback and submit for a grade. (W.3.2 a-d) (W.3.4) (W.3.5)(W.3.6) (W.3.8) 	<p>work. Collect and use rubric to provide feedback.</p> <ul style="list-style-type: none"> • Support writers in the revision and publication of their final product in response to <i>your</i> feedback and additional instructional support. • Collect and grade final product.
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<p style="text-align: center;">PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</p>		
MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and / or language skills.	Textbook leveled readers Scott Foresman Unit 5 Checklists Annotated Records Observation

SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXTS	<ul style="list-style-type: none"> *Main idea *Supporting detail *Use of facts *Text *Context clues *Cause and effect *Sequence of events *Compare and Contrast *Active listening *Taking turns while others speak *Speaking clearly *Sharing facts found *Use visual displays to enhance facts *Describe story elements *Organization as a trait of writing 	<p>Individual or small group-selected text relevant to research topics</p> <p>Checklists Annotated Records Graphic organizers Observation</p> <p>Scott Foresman Unit 5 selections</p> <p>Guided reading books</p> <p>Passport to World Communities</p> <p>Additional legends, folktales, and myths from other cultures</p>
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